

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding	Standard #: Anchor Standard 1 Description: Generating and conceptualizing ideas. Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Envision Plan Construct Evaluate Clarify Realize Performing Establish	HS Advanced 1.4.12adv.Cr1 a. Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. b. Create a complete design for devised or scripted theatre work that incorporates multiple	Activity Description: Exploring Environmental Consciousness Through Production Unit Overview: This unit will explore the intersection of theater and climate change, emphasizing the integration of theatrical conventions, technologies, and personal experiences to create impactful theater works. Students will synthesize knowledge from various

<p>Analyze Choose Rehearse Share</p> <p>Responding Examine Discern Critique Interpret</p>	<p>elements of technology.</p> <p>c. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.</p> <p>HS Advanced 1.4.12adv.Pr4 a. Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.</p> <p>b. Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.</p> <p>HS Advanced 1.4.12adv.Re8 a. Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic</p>	<p>theatrical conventions and technologies to develop the visual composition of devised or scripted theater works centered around climate change themes. They will create complete designs incorporating multiple elements of technology to enhance storytelling. Additionally, students will integrate dramaturgical analysis with personal experiences to create believable characters affected by climate change. They will justify their choices of acting techniques and technical elements, conduct research on cultural and historical contexts related to theater works, analyze aesthetic interpretations, and explore connections between theater and contemporary environmental issues.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Synthesize knowledge from theatrical conventions and technologies to create the visual composition of theater works. ● Create complete designs incorporating multiple elements of technology. ● Integrate dramaturgical analysis with personal experiences to create believable characters. ● Create and justify a collection of acting techniques for character development. ● Create and justify the selection of technical elements for design.
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	<p>choices.</p> <p>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.</p> <p>c. Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.</p>	<ul style="list-style-type: none"> ● Research and synthesize cultural and historical information related to theater works. ● Analyze and evaluate aesthetic interpretations of production elements. ● Compare and debate connections between theater and contemporary issues. <p>Standards: 1.4.12adv.Cr1, 1.4.12adv.Pr4, 1.4.12adv.Re8</p> <p>Session 1: Introduction to Climate Crisis and Theater (S)</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Dance</p> <ol style="list-style-type: none"> 1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. 2. Space, time, and energy are basic elements of dance. 3. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through 	<p>Dance</p> <ol style="list-style-type: none"> 1. Where do choreographers get ideas for dances? 2. How do dancers work with space, time and energy to communicate artistic expression? 3. How is dance interpreted? <p>Music</p> <ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 	<ul style="list-style-type: none"> ● Discuss the significance of theater in addressing environmental issues such as climate change. ● Introduce key concepts and terminology related to climate change and theater. ● Assign readings and viewings of theater works that explore environmental themes. <p>Session 2: Synthesizing Theatrical Conventions and Technologies</p> <ul style="list-style-type: none"> ● Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of theater works. ● Discuss the role of set design, lighting, sound, and multimedia in conveying environmental themes.

<p>the use of the body, elements of dance, dance technique, dance structure, and context.</p> <p>Music</p> <ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <p>Theatre</p>	<ol style="list-style-type: none"> 2. Why are strong choices essential to interpreting a drama or theatre piece? 3. How can the same work of art communicate different messages to different people? <p>Theatre</p> <ol style="list-style-type: none"> 1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? 2. Why are strong choices essential to interpreting a drama or theatre piece? 3. How can the same work of art communicate different messages to different people? 	<ul style="list-style-type: none"> ● Brainstorm ideas for incorporating technology into theater works centered around climate change. <p>Session 3: Designing for Impact</p> <ul style="list-style-type: none"> ● Create complete designs for theater works incorporating multiple elements of technology. ● Develop set, costume, lighting, and sound designs that enhance storytelling and evoke environmental imagery. ● Present and justify design choices to the class. <p>Session 4: Integrating Dramaturgical Analysis and Personal Experiences</p> <ul style="list-style-type: none"> ● Integrate dramaturgical analysis with personal experiences to create believable characters affected by climate change. ● Explore the emotional and psychological impacts of climate change on individuals and communities. ● Rehearse scenes focusing on character development and authenticity. <p>Session 5: Acting Techniques for Character Development</p> <ul style="list-style-type: none"> ● Create and justify a collection of acting techniques to prepare believable characters in theater performances.
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<ol style="list-style-type: none"> 1. Theatre artists rely on intuition, curiosity, and critical inquiry. 2. Theatre artists make strong choices to effectively convey meaning. 3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 		<ul style="list-style-type: none"> ● Practice exercises focusing on physicality, voice, and emotional depth. ● Receive feedback and make adjustments to performances. <p>Session 6: Selection of Technical Elements</p> <ul style="list-style-type: none"> ● Create and justify the selection of technical elements for design that communicate the concept of theater productions centered around climate change. ● Experiment with different technical elements such as projections, sound effects, and interactive technologies. ● Discuss ethical considerations when using technology in environmental theater productions.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generating and conceptualizing ideas. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (4) Selecting, analyzing, and interpreting work. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (8) Interpreting intent and meaning. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Creative ideas and inspirations can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p> <p>SEL/Perform</p>	<p>Session 7: Researching Cultural and Historical Context</p> <ul style="list-style-type: none"> ● Research and synthesize cultural and historical information related to theater works exploring environmental themes. ● Discuss how cultural and historical contexts influence artistic choices and audience reception. ● Present findings and discuss their relevance to the selected theater works.

<p>SEL/Connect</p> <ul style="list-style-type: none">- (10) Synthesize and relate knowledge and personal experiences to make art.	<p>CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret and personally relate to an artistic work?</p> <p>SEL/Connect CONSOLIDATED EU</p>	<p>Session 8: Analyzing Aesthetic Interpretations and Contemporary Issues</p> <ul style="list-style-type: none">● Analyze and evaluate varied aesthetic interpretations of production elements for theater works related to climate change.● Compare and debate the connection between theater works and contemporary issues such as climate activism and environmental justice.● Reflect on the unit's exploration of theater and climate change and discuss potential future projects or initiatives. <p>Assessment:</p> <ul style="list-style-type: none">● Participation in class discussions and activities● Development of design presentations and justifications● Rehearsal and performance of scenes focusing on character development● Reflections on the selection of acting techniques and technical elements● Research presentations on cultural and historical contexts● Analysis and evaluation of aesthetic interpretations● Contributions to debates on connections between theater and contemporary issues
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	<p>The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Theater works exploring environmental themes, specifically climate change • Texts, articles, and videos on climate change and theater • Design software and technical equipment for experimenting with design choices • Theater space or access to recording equipment for rehearsals and performances <p>Interdisciplinary Connections:</p> <p>Science (S)</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Peer and self-feedback in critical response format 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Rubric evaluations • Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Performances • In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Carver, R. K. (2012). <i>Stagecraft Fundamentals: A Guide and Reference for Theatrical Production</i> (2nd ed.). Focal Press.</p> <p>Cohen, R. (2016). <i>Theatre: Art in Action</i> (11th ed.). McGraw-Hill Education.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_gl</p>	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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Supplemental Resources

Technology:

- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist.

Other:

- N/A

**Differentiated Student Access to Content:
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). Allow additional time to complete classwork as 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.

	<p>needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 		
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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	<p><i>Disciplinary Concepts:</i></p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Performance Expectation/s:	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	